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ABSTRACT

The "Epistle" is the publication forum of the professors of reading teacher educators, a special interest group of the International Reading Association. This issue contains three chapters: in "My Impressions of the New Doctorate in Reading," Wayne Otto reports on his views concerning aspirations, professional competence, research ability, and overall performance of the new doctorate in reading; in "The Doctorate in Reading," Majorie Seddon Johnson looks at the kinds of characteristics educational programs should promote in a doctoral candidate; and in "A Set of Predictions and Related Thoughts about the Doctoral Candidate in Reading," George E. Mason predicts the role of the new graduate in the area of reading. Also included in this publication are "Editorial Comments," "Late News Notes," and "Triple T. Fellowship Officers and Charter Members." (WR)

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Epistle

December, 1973
Vol. 1 No. 1

Dear Fellows:

We are extremely pleased to announce the inception of the Epistle, the publication forum of the Triple T Fellowship of the International Reading Association. The Epistle prints "letter-essays" written by individuals who were nominated by the membership and invited by the editorial advisory committee to submit manuscripts.

The charge to the writer, so invited, is to reflect on an issue or concern and to share

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EPISTLE CONTINUED

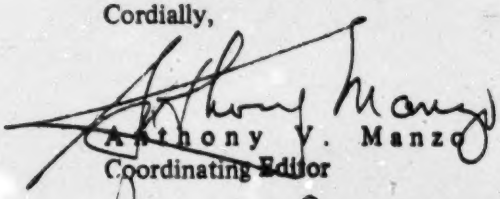
deliberations with the membership for its heuristic value in helping each of us find a thoughtful position. To further this objective, all members have an open invitation to submit for editorial consideration further reflections on the matter. Responses should be cogent and brief to permit publication of a representative number. This format of invited essays followed by open responses was proposed and accepted at our first annual meeting in Denver, Colorado, May 1, 1973.

It was also agreed at the Denver meeting that the prime concern of the Fellowship would be to better delineate, understand, and advance the education of teacher trainers; most especially those seeking doctorates who might themselves advise doctoral candidates in the future. Implicit in the concern expressed for improving post-master's degree programs (i.e., the education of teacher-trainers, and trainers of teacher trainers) was a strong interest in sharing and improving teacher training practices, per se.

This first issue contains essays from three of our most distinguished colleagues, Professors Marjorie Seddon Johnson (Temple Univeristy), George Mason (University of Georgia), and Wayne Otto (University of Wisconsin-Madison). Their epistles were written in response to the following charge: ". . . in two thousand words give your impression of the new doctorate . . . particularly . . . with respect to such things as a) the kind of educational world you see him/her inheriting, b) the kinds of skills he should have, c) the kind of philosophic orientation that should guide him, d) the kind of academic requirements and standards he should have. What would you stress? What is currently viewed as traditional that you would consider expendable? Whom would you recommend to him as model (s)? Would you have him call himself by some other name than 'reading specialist'?"

The Editorial Board, not to mention the writers, look forward to your responses to the essays appearing in this issue.

Cordially,



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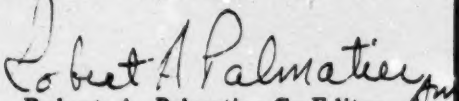

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AVM:RAP:ynm

P.S. We are most grateful to the Johnson County, Kansas public libraries for making this publication possible.

"...the day of the SUPERSTAR in reading education has passed."

My Impressions of the New Doctorate in Reading

Wayne Otto
University of Wisconsin-Madison

I was invited to write this essay.

That should be clearly established because I wouldn't want anyone to think me so presumptuous as to tackle such a task without grave provocation. To say what one thinks a new doctorate in reading ought to look like is, for an adviser of doctoral students in reading education, to bare one's soul. A bared soul, like a bared bottom, could be interesting and provocative. Or it could be embarrassing, depending on the views and the viewers. But I did take up the gauntlet, so come provocation or embarrassment these are some of my thoughts. They are not arranged in order of importance.

The new doctorate in reading ought to understand that the day of the SUPERSTAR in reading education has passed. Go back just a decade or two and you see a field dominated by a very few prolific, highly visible people. Not so today. The old superstars have been replaced by lots of bright, competent professionals from a wide range of educational and experimental backgrounds. This is good. Visible, decent, influential as they were, the superstars tended, for the most part, to be opinionated, dictatorial and short-sighted. The new professionals represent a broader intellectual base that brings balance and wider vistas to the field. And it also brings more depth of scholarship.

This does not mean that the new doctorate ought to abandon his aspirations. To the contrary, it means that he'll have to run harder because the competition is keener and the track is becoming both

muddier and longer. New problems keep getting left on the doorstep of reading educators and new challenges keep being issued. Realistically all this means that "reading specialists" will need to become even more specialized. That is, individuals in the field will need to focus on certain aspects of the reading process and of the teaching/learning process in order to bring to bear the depth of scholarship and the degree of concerted effort that is required to tackle tough problems and to meet elusive challenges.

There are implications, then, for doctoral training in reading.

My feeling is that course work is, at the same time, the most important and the least important part of a doctoral program. The courses one takes are important because the combination should establish a knowledge base to work from. Yet I strongly believe that when they are considered individually, the courses are quite unimportant. Whether one has, for example, nine, fifteen or twenty-four hours of advanced reading courses is of little consequence. What really matters is that, considering his experience, drive, and aspirations, the individual be brought to a level where he can, first, function as a competent professional and, second but equally important, begin to direct his own learning experiences. In fact, at the doctoral level the second consideration is probably the more important. Professional competence ought to have been demonstrated at a pre-doctoral level.

Trying to decide how much course work is enough is like trying to decide how much vitamin E is enough. The answer to each question depends on what individuals' experiences have been, what their problems are, and what they want to do next. Some will need very little and some will need a lot. It seems to me that what is needed in a given doctoral program is to make available a broad array of good, gutsy courses. Then, with the help of a major professor who practices what he preaches about individualized instruction, a candidate can pick what he needs.

One other thought about course work. I doubt that the strength of a doctoral program in reading is tied very closely to the number of courses specifically in reading. Again, I believe courses must be available to permit a candidate to acquire a knowledge base, but to require everyone to take a long list of reading courses is counter-productive. A candidate ought to be free to engage in substantial work in other, related areas in order to get the benefits of cross pollination that come from outside the major area. I would be reluctant to prescribe – or even to suggest – the most productive related areas. Much will depend on the situation that exists on a given campus. But I can say that my own advisees have brought a great deal back to reading from areas like linguistics, English, communication arts, library science, psychology, educational psychology, child development, behavioral disabilities, and communicative disorders.

I am aware that much of what I've been saying up to this point may appear to be dissipating the real thrust of the doctorate in reading. A doctorate ought, after all, to have a keen focus on the major area of concentration. I have no quarrel with this notion. But I do not think that the only way to get such a focus is by requiring an endless list of reading courses. We can get it by directing independent study and research efforts and by providing relevant field experiences. Knowledge from related areas that is brought to bear in solving problems can be focused in a way that could never be achieved in textbook or classroom presentations. The new doctorate in reading ought to have had opportunities to tackle the problems related to the teaching and learning of reading by working face-to-face with children, by consulting with and/or supervising reading teachers, and by planning, carrying-out, and reporting empirical research.

What all this boils down to is that performance, not successful course taking, is what a successful doctoral program is all about. And the performance criterion, is, I think,a good one because the new doctorate will continue to be judged on the basis of his

performance in the real world. If we can accept a performance criterion, then we can stop worrying so much about what courses and how many should be required. What we want is people who can design and do worthwhile research studies, not people who have "had" fifteen hours of research methods and statistics courses. What we want is people who can squeeze implications for classroom practice out of the existing research, not people who have "had" thirty-eight hours of reading courses. Most of us would agree that we want those things in everybody who earns a doctorate in reading. And we also want different specialties – like linguistics, behavioral disabilities, child development, traditional content areas – who are able to relate their special expertise to reading education. The implications of a performance criterion for the doctoral adviser are, I think, obvious.

The new doctorate in reading, then, is not, as I see him, somebody who is cast from a mold. He is a bright, well-motivated human being who chose his field because he knew that in reading education he might make some contributions that could change the world. This, and some other qualities, he has in common with his peers. He knows the existing research, and he also knows how to extrapolate from it, not only implications for more research, but also implications for practices in the classroom and clinic. He knows how to teach reading, and he can help other people learn how to teach it because he can communicate. He knows his field, and he can organize his thoughts in speaking and writing. But he has no heroes; or, if he does, he shares them with no one because he knows that the era of the superstars has passed. He has convictions, but his mind is open and seeking because he knows that the BEST method for teaching reading is as diverse as the people who learn to read. He may have specialized in some field related to reading, and he knows how to "get it together" to move ahead in reading education. He is not a slogan shouter, but he is dedicated to the notion that everybody does indeed have a right to read. He is in a position to seek and accept one or more of the wide variety of job opportunities – ranging from research to

teacher education to materials development to clinic operation – that are available to new doctorates in reading education.

EPILOG

When I finished this essay I showed it to one of my doctoral candidates.

"Looks okay," she said with restrained enthusiasm. "But you make being a new doctorate in reading sound like a tough job."

"Oh," I said flippantly, "I only expect you to be a little better than I am."

"Well," she replied reflectively. "That shouldn't be too hard."

That's the trouble with the reading business. You get no respect.

. . . an individual who 'really knows his field' . . . stubs his toe on his inability to offer it so that it is accepted"

The Doctorate In Reading

Marjorie Seddon Johnson, Chairman
Psychology of Reading Department
Temple University, Philadelphia, Pa.

Concern with reading continues to run high in the public mind as well as in educational circles. There is no sign that the general interest in how well people learn to read and how much they read will abate in the near future. Advanced graduate programs in the areas of reading are still increasing in size at a rather rapid rate. Yet, we remain unclear as to the kinds of characteristics we wish to promote in a doctoral candidate. What kind of person should he be? How might he function in the educational world?

It seems important to stress at the outset that today's doctorate in reading will not live in an educational world separate and distinct from other worlds. Education is inextricably intertwined with government at all levels, with community action groups, with special interest groups, and with business and industry. Therefore, the holder of a doctorate must bring to his job – whether it be administration or supervision, college or university teaching, educational research, or program and materials development – the ability to work with others who have an investment in the field of reading. To work effectively with them demands that he have a real sensitivity to their problems, their wishes, and their plans, and an honest desire to get their contributions and carry on truly cooperative programs. Fortunately the day is past (and indeed should never have been) when an educational leader can assume the stance of the expert who says, "The schools are our business. You stay out of education and everything will be all right." It is the responsibility of trainers of educational leaders to

see that they are prepared to seek out and work hand-in-hand with others who have major and even minor contributions to make to the education of children.

Quite specifically, a current issue which a leader in the field of reading should be addressing, if children are to have maximum opportunities to learn to read, is interruption of federal funding for college, school and public libraries. With availability of these funds severely threatened, it would seem reasonable to expect that specialists in reading would be actively joining forces with concerned citizens, with publishers, with librarians, and with organizations such as the National Book Committee to see that there is a continued flow of materials into all libraries. Has our traditional graduate education alerted doctoral condidates to the importance of this kind of issue and made them knowledgeable about how and with whom to approach such issues?

Too often, educational leaders have somehow learned to react defensively rather than acting positively to bring about things they feel are important. Today's doctorate in reading must feel sufficiently secure about both his theoretical and philosophical orientation and his operational plans to take the offensive for the improvement of reading. In the not too distant past, I was called in as a consultant on plans for improving the reading-learning of pupils in a large urban district. When I asked why the committee was recommending the particular kind of program toward which they were leaning, I was told, "What we've been using hasn't been working too well." I pursued the issue with, "What is there about this program which would lead you to expect better learning?" Even with pushing, I got no substantive response. It turned out the the committee was bowing to pressures to improve reading achievement by doing something new, regardless of what it was. In discussion, it became evident that there were other things they might do in which they believed more. However, they lacked the security of firm convictions. They felt incapable of convincing others that their ideas had real validity, and therefore, certainly lacked the kind of leadership strength they should have been providing.

It seems hardly possible that one could doubt his ability to communicate to others the logical necessity to follow what one truly believes about how people learn and what reading is. Perhaps the problem has been that we have not stressed sufficiently this kind of foundation for our practices. We have allowed some of our students to become technicians, able to follow a prescription, but unable to justify it, even to themselves.

A successful leader in the field of reading will have to come to his job with an abiding faith in the human capacity for learning and deep respect for, if not awe about, the amount of learning a child has acquired before he ever comes to school. If he can master all the basic patterns of his native language and form a variety of complex concepts as children do with no formal teaching, then he is a good bet for successful in-school learning. This kind of faith and respect leads to the positive attitudes toward learners which are essential in any leader. Beyond the positive attitude must be real understanding of what learnings the program demands and what sequence of experiences would help the child acquire each learning. Unless the doctorate in reading is capable of this kind of analysis of learning tasks, he is unready to research issues related to reading-learning or to provide leadership in the planning of instructional programs.

Furthermore, the leader in reading must have the capacity to inspire and instruct others. It is not enough for him to have a firm theoretical base for what he does, to have real belief in learners, and to be capable of analyzing learning tasks and learning sequences. All those who work with learners under his leadership should have a continuously increasing security in these same areas.

Today's doctorate in reading will function in a psychological and educational world armed with more knowledge of how children learn, of their cognitive development, of their language development, and of language itself than was available at any

previous time. If he is to make positive contributions to reading-learning at any level, he must make his knowledge of the areas the foundation of his practices. Therefore, his program of preparation must be rich in opportunities to develop his understanding of learning, language, and human development. He must have far more than a passing acquaintance with research in these areas and be able to evaluate it, see its implications for program planning, and apply it directly in his implementation of diagnostic and instructional programs. Developing the depth of understanding he needs requires more than opportunities to read and listen to theoretical formulations and reports of research. It requires that he have opportunities to work directly with learners at all levels of development so that he can observe first hand the evidence of levels of cognitive development, of problems in handling various language structures, or of ways in which learning is affected by various attempts to structure situations. Only in this way can he acquire pragmatic evidence of what are really promising approaches and practices.

Similarly, if a large part of the new doctorate's responsibility is likely to fall into the areas of supervision, he needs opportunities to learn to function well as a supervisor. How often have our graduate programs sent out new doctorates to assume this sort of position with no practical experience in it? Experience would seem to indicate that we have done this far too frequently, only to find an individual who "really knows his field" and "has a great deal to offer" stubs his toe on his inability to offer it so that it is accepted. Clearly, well thought-out supervisory experiences need to be built into the training program for these individuals.

Although there is certainly no need to go to extremes in setting up miniscule "behavioral objectives," it is certainly incumbent on those training today's doctorates to see that they develop needed competencies. Mere completion of a given series of courses is certainly no longer acceptable if, indeed, it ever was. Before the holder of the doctorate takes his independent place at whatever

level in the educational world, we should have clear evidence of his readiness to function in that place. We need to have seen how he feels about people, how he relates to them in the kinds of roles he will assume, how well he can integrate and apply his acquired knowledge of the reading-learning process. For him to "know all about reading" is far from enough. To truly help develop a world of readers requires much, much more.

"... I predict the future will not be greatly different from the changing present"

A Set of Predictions and Related Thoughts about the Doctoral Candidate in Reading

by

George E. Mason
University of Georgia

We are told by historians that there is not one "past," and by sociologists that there are many "presents." Thus predicting the most appropriate training for doctoral people in reading for the future is necessarily based on the writer's past and present; I predict that the future will not be greatly different from the changing present.

Ideas about reading will continue to change. Concepts of the past and present, such as the Instructional Level, the Directed Reading Activity, the Initial Consonant Substitution Technique, and the VCCV Syllabication Rule are being challenged. Finger pointing by beginning readers is being encouraged and silent reading is being blamed for lack of comprehension by beginning readers and dull students. Some of these challenges will be successful, and in some cases, long-standing concepts and procedures will prevail.

Instructional procedures will become more diverse and more will be named in the future. Once there was SQ3R, VAKT and Individualized Reading. Now we've added ReQuest, U.S.S.R. and I.G.E. There are certainly more to come.

Contrasts in the schools will become more intense. In the South the public schools will continue to be more desegregated than

those in the North and West. However, the White children in the public schools will continue to be the least affluent. The achievement test scores, whether norm-referenced or criterion-referenced, for public school students will fall even lower. The disparity between ghetto children and middle-class suburban children will continue to grow and to elicit massive spending programs which, as usual, will not be massive enough.

This disparity and change dictate the kind of training most appropriate for the doctoral candidate of the present. He must be schooled in the past so that he can predict the future, but he must not revere the past so that he resists beneficial change. He must know the techniques elaborated by Gray, Gates, Fernald, Durrell, Monroe, Dolch, Witty, and Betts. He must know and be able to cite the research of that time which substantiated the beliefs behind these techniques. Without this knowledge, he cannot recognize the truly new and differentiate the innovative from the repetitive. With knowledge of the research backing these beliefs, he is free to condemn the beliefs if the research is faulty in design or execution or if it lacking. Of course, this requires that the candidate be trained in the rigors of research design.

The candidate should also become knowledgeable in evaluation, especially test construction and measurement. As members of our profession continue to attempt to improve their instruction, the evaluation of student achievement will play an ever-increasing role. Much evaluation will be of a paper and pencil sort. However, assessment of performance in real and simulated teaching situations will increase. Other forms of evaluation such as library use charts, vandalism reduction, and smile frequency will become more widespread. Our candidates need to understand these other forms of evaluation and appreciate their potentials.

Technology will challenge our candidates in the future. They need to learn to view the computer as an aid, not only to research, but to instructional planning and record keeping. The future

professor of reading will need far more sophistication about televised reading instruction, audio-visual teaching machines, and the interaction between teacher and child when machine-delivered instruction is expected to bring about learning. Programming techniques and task analysis should be required of most candidates for the doctorate in reading.

The philosophic orientation that should guide the new graduate is a sort of pragmatism, with an underlying search for truth. What works is probably good reading instruction, but should not be so adjudged until it has been examined for possible harmful side effects. What works should be analyzed for components so that those components common to all or nearly all successful programs can be referenced for future use.

The new graduate should also practice an inquisitiveness about education in other fields. Reading specialists of the future are apt to be a part of cooperative efforts to improve instruction or performance in science, industry, and in the prisons as well as in the schools. Emerging nations are desperately attempting to increase literacy and are seeking shortcuts to teacher preparation. Their plight is not so dissimilar to our own. We, too, seek to train paraprofessionals, aides, and volunteer tutors during a time when teachers are plentiful.

While academic requirements for candidates are difficult to define, there are certain learnings and experiences which I feel are crucial.

Each candidate should be able to describe and support a theory of what reading is and how it is learned. He should be able to speak and write fluently so as to minimize misunderstanding of his attempts to broadcast his thoughts. He should be knowledgeable about the psychology of learning, about speech production,

about audiology, about language development, about dialectology, and about vision. He should also be knowledgeable about that set of activities called "teaching school."

This last requirement should be gained through real experience in teaching children of a variety of colors, creeds, sizes, shapes, and fortunes. Too many professors of education give lectures based on two years in a suburban school system with children whose learning is all but assured by their home backgrounds. Too few have experienced teaching the children of the poor – those who attend sporadically and who are too tired or too disinterested to be active participants in school learning.

Another real experience that appears suitable for candidates for the doctorate in reading is that of teaching undergraduates to teach reading in a competency-based class. It is really enlightening to watch a student attempt to apply the knowledge gained from your lecture. It is also a very humbling experience. Conversely, candidates should consult and advise nearby school personnel on the conduct of their reading programs. Dealing with teachers in the field helps one's ego when it has been deflated by the rough and tumble interaction between candidates and professors in the seminars, classes, and 'vital issues' discussions which are the meat of most programs.

And finally, I would urge that candidates be encouraged to conduct and publish research other than their dissertations. In reading, as in every other field of education, there is too little replication of important research. It seems logical that one way to help candidates prepare for a dissertation is to assign them the task of replicating one already completed. By so doing they would both become better researchers and contribute to the growing knowledge base of our field.

Editorial Comment

For The Time Capsule

Chapter I: Commentary on the times coloring our inception. . .

For future reference be advised that 1973 must be marked as the time when we swapped shooting Southeast Asians for trading with Northeast Asians, exchanged our denims for bow ties, ellipsed ethnic consciousness with feminism, and passed our third milestone in the Right-to-Read Decade. Those who already possess and practice the Right have had to augment their hunger for understanding our Now with such subMENSA syntheses as The Greening of America. . .Future Shock . . .Body Language. . .Games People Play. . .Nation of Strangers. . .and The Sensuous Man. EPISTLE'S editors also find some other minutiae worthy of note. . .

At this point in time, Paul Erlich is saying ZPG or ZAP(!). The Energy Crisis is also demanding precaution, but how might a long cold, low fuel, stay-at-home winter affect population growth?

The former Vice President added a new dimension to jurisprudence – "Innocent even when found guilty," the Supreme Court stays busy sitting for pornographs, and the President is down with the bug. Domestic politics appear becalmed in a whirlpool.

The economy, now in Phase IV, is suffering from freeze 'er burn; prices, taxes, and corporate profits are up, wages are holding, and the 'flock' market is down.

Education has been cured of draftitis and finds the vacuum left by the cure worse than the disease. Teacher surplus and the economy have cut enrollment further, resulting in scattered incidents of position and/or salary cutting; or can it be more optimistically viewed as pruning?

History "doc's" have inundated the marketplace but Reading Ph. D.'s are still able to satisfy even their climate desire. Surplus? So far only in job openings for Reading grads, especially at the Master's level. Johnson, Mason, and Otto within these same covers profile the "new?" reading doctorate.

The language is changing so rapidly we need a new word class, "anachronistic cliches" - only English teachers tend to use them; some still have "pet peeves," others are up to "doing their own thing." The rest of us are being "ripped-off," "doing our numbers" and "T.A.-ing our life scripts."

Rudolph Flesch surfaces only as a graduate student's historical reference while a now culturally disadvantaged, linguistically disabled Johnny still can't read. Behavioral engineers with their "programmed" materials have replaced the dyslexia magicians in the limelight. Linguists (some of whom are Psycho-) have redefined sight words as non-decodable, superseding the old concept of mastery to the point of instant recognition. An esoteric interpretation of meaning emphasis in the "new" math is forcing many back to a reified impression of math as mere computation; much as some have said decoding IS reading, and others that it is NOT. . .Pray for gray!

Education researchers continue to blame non-results on the arrested wisdom of the community. The community responds with calls for accountability of teachers, while the teachers in desperation cite the researcher's evidence to support the unfairness of tests as criteria. In the 60's, window-breaking students provided an easily observable measure of the social/educational condition. Now it is quiet. . .

Reading, most often at the center of educational faddism, sees some minor changes. Content area reading is legitimatized by inclusion in most textbook revisions – next instructional programs will discover it. Secondary reading has come of age and some voices in the wilderness are even claiming that teaching teenagers to read is not the same as teaching primary aged children. Piaget and other developmentalists would be proud of that discovery.

We also find a plethora of unconnected, almost atomized details afloat in the field: sound comprehension and higher level skills are mostly still personal achievements not yet sufficiently understood or synthesized to even permit critical examination. EPISTLE hopes to allow space for presentation of personal synthesis and examination . . . like yours. Your views of the times and reactions to the above reflections are needed for the next issue.

AVM/RAP

Late News Notes!

NRC ceremoniously bestowed the '73 Oscar Causey Award on Alton "Minnesota Stats" Raygor. Edward Fry was installed as President-elect. Our sincere congratulations to both.

Robert Christina, Director of Reading, Oakland University, Michigan, has openings for two doctorates – one beginning spring semester.

Ashley Montague pompously announced that commodes are poorly designed. They should be raised in the front and lowered in the rear. That tilt, he says, simulates the primitive stance taken for the most natural and healthy evacuation.

On another plane, Playboy Bunnies said to have lost their "blush" have been canned for presenting a sagging corporate image. Loss of "blush" occurs, it seems, whenever the girls attempt to unionize and seek old age benefits. We offer them our sincere moral support . . . Mr. Montague, we offer you the same.

Special News Note

The Board of Directors of the IRA is withholding official recognition of our fellowship because they do not like the name, Triple T. This name, they say, is the title of a Washington-based program and further stresses the term "training" which has less than the best connotations.

We agree on both accounts. But we cannot help but feel that the Board was a mite arbitrary in requiring rather than recommending a change.

The name was proposed as a working title, one which would reach those of us who identified with the spirit, if not the wording, of the discriptor - Triple T. Frankly, we are still unable to come up with an alternative for your consideration. Please suggest some suitable names. We will poll you for your preference.

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Names of many late arriving charter members will be printed in our next issue. Sorry.

INVITED ESSAYISTS

GEORGE MASON

George Mason, Ph. D. (Syracuse Univeristy, 1963). Elementary education and reading specialist. Dr. Mason, formerly an elementary school teacher and later head of the Department of Elementary Education, Florida State University, can usually be relied upon to provide a refreshingly different view of chronic problems. He has been the author of several quality articles, monographs, and papers; and co-author of books and associated exercises for reluctant readers. He was Research Associate, and later Coordinator of Language Arts and Verbal Learning, University of Georgia's Research and Development Center.

Presently, Dr. Mason is serving as the newly appointed Chairman of Reading Education, University of Georgia. He is advising doctoral students and developing the reading readiness component for a new basal series (Allyn & Bacon).

WAYNE OTTO

Wayne Otto, Ph. D. (University of Wisconsin – Madison, 1961). Educational psychologist and reading specialist. A patient and tireless scientist, Dr. Otto, formerly and English teacher and librarian, has co-authored eight books, and a combined total of over one hundred articles, chapters, monographs, and papers. He has developed tests and instructional materials. He served for several years as Principal Investigator, Wisconsin Research and Development Center for Cognitive Learning.

Presently, Dr. Otto is serving as Professor and Chairman, Department of Curriculum and Instruction, University of Wisconsin – Madison. Currently, he is developing a series of readers and skill books (Charles E. Merrill Company), and serving as Executive Editor, JOURNAL OF EDUCATIONAL RESEARCH, and Advisory Editor, JOURNAL OF READING BEHAVIOR of the National Reading Conference.

MARJORIE SEDDON JOHNSON

Marjorie Seddon Johnson, Ed.D. (Temple University, 1949. Clinical psychologist and reading specialist. One of the nation's leading diagnosticians, Dr. Johnson has taught school, supervised reading in the Temple University laboratory school and directed the Reading Clinic. With a wide range of publications Dr. Johnson, and frequent co-author Roy Kress, have combined to maintain the high esteem of the Temple University training program for a period spanning over twenty years.

Presently Chairman of the Psychology of Reading Department and Director of the Reading Clinic, Dr. Johnson remains ever alert to new thinking and remarkably enthusiastic in her concern THAT ALL MAY LEARN TO READ.

FUTURE ISSUES

The next issue (or two) will contain reports of a national demographic survey of doctoral programs in reading being conducted by the EPISTLE.

Members should submit news items, recommend writers, new topics and/or strategies for treating the topics listed:

* ten year Content Summary of doctoral studies in reading.
* professional awards of merit for outstanding articles, research, and community service.
* travel expenses and/or honoraria for speakers at IRA regional conferences.
* an exchange professor and/or exchange student program.
* model teacher training programs in reading.
* a better name for Triple T.
* methods for assessing teacher trainers.
* an inter-university review system for dissertations.
* promoting international membership in the Fellowship.